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ABSTRACT

This volume explores the role and implications of collaborative learning for the mission and future of higher education and college teaching. Part I discusses the implications of nonfoundational social constructionist thought for colleges and universities. Nonfoundational notions of knowledge and social relations argue that knowledge has no foundations, and that people construct knowledge out of the "languages" available. Chapter 1 describes how the author became aware of nonfoundational understandings of knowledge. Chapter 2 explains a common model for collaborative learning classroom consensus groups. Chapter 3 discusses the role of writing in collaborative learning. Chapter 4 treats pedagogical issues. Chapter 5 discusses how institutions can initiate changes in attitude. Chapter 6 treats educational technology. Part 2 reconsiders other topics related to higher education in light of nonfoundational social constructionist thought and the interdependence it implies. Chapter 7 argues that nonfoundational knowledge implies interdependence. Chapter 8 explains professional implications for the academic community. Chapter 9 discusses benefits of collaborative teaching in the sciences. Chapter 10 show how foundational thinking has affected education and research. Chapter 11 describes and evaluates attempts by eminent teachers to use nonfoundational understandings. Chapter 12 sketches an undergraduate curriculum that institutionalizes nonfoundational understanding of knowledge. An appendix treats architecture and classroom design. Includes an index and glossary. Contains 136 references. (Author/JB)

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